

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NY19

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Ms. Valerie Hymes

Official School Name: Harrison Avenue Elementary School

School Mailing Address: 480 Harrison Avenue
Harrison, NY 10528-2118

County: Westchester State School Code Number*: 660501060002

Telephone: (914) 630-3192 E-mail: hymesv@harrisoncsd.org

Fax: (914) 835-4311 Web site/URL: www.harrisoncsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Louis Wool Superintendent e-mail: super@harrisoncsd.org

District Name: Harrison CSD District Phone: (914) 630-3023

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Dennis DiLorenzo

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 28000

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	46	43	89
1	37	43	80
2	36	35	71
3	44	46	90
4	29	42	71
5	31	32	63
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			464

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
14 % Asian
2 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 8%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2011	459
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 9%
Total number of ELL students in the school: 41
Number of non-English languages represented: 10
Specify non-English languages:

Albanian, Chinese, Dutch, French, German, Japanese, Portuguese, Russian, Spanish, Turkish

9. Percent of students eligible for free/reduced-priced meals: 5%

Total number of students who qualify: 23

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 30

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>16</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>18</u>	<u>0</u>
Total number	<u>65</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	94%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? Prior to 2000

PART III - SUMMARY

The vision for the Harrison Avenue School is aligned with the District's commitment to four essential core values: Equity, Access, Adaptability and Rigor. These core values inform every decision that we make in the service of students, and they serve as vital criteria in assessing the alignment of the resources, services, and initiatives necessary to support student success.

In support of these core values, the Harrison Central School District is dedicated to the belief that the most important endeavor in any community is the cooperative effort of parents, community members, and educators to ensure the best possible education of its children. This unwavering commitment requires high standards and expectations for student performance, and even higher expectations for teacher practice. High standards of accountability are supported with comprehensive professional development, and the entire school system is focused on continuous improvement on behalf of the students we serve. Our faculty is dedicated to continuous improvement and professional renewal, participating in required professional development experiences and volunteering to lead and participate in course work, study groups and in-service workshops that are aligned with individual goals and the district's mission.

The parent community, along with the teachers and staff, have long-standing expectations for supporting not only a rigorous academic experience, but also supporting the social and emotional growth of students. In partnership with local agencies and community resources, all school professionals collaborate to promote positive peer relationships, anti-bullying, service to others, and a strong work ethic. We view this as a part of educating the whole child, and believe that if students feel connected to the school environment and to their community beyond school, they will thrive as students and as citizens. We embrace a rich academic program, including a strong focus on cultural arts. Students are provided with instruction that includes art, instrumental music, and foreign language beginning in kindergarten.

The teachers at Harrison Avenue School have viewed initiatives promoted by the New York State Education Department as opportunities to enhance both student learning and professional practice. For example, we implement a full RtI model, including the integration of tiered services and interventions matched to students' individual needs. This data-rich approach to student support ensures that team members are attuned to student progress and promotes a shared commitment to the belief that interventions must be accompanied by tangible achievement results. At Harrison Avenue School, we strive to create an educational experience for each student that reflects their many talents, interests and areas for growth.

We have studied and continue to analyze the potential of the Common Core Learning Standards, and we are in the process of re-aligning our curriculum in both ELA and Math to address the challenges and opportunities provided by those standards. This practice has enhanced and expanded the professional dialogue among teachers and administrators. The Common Core Learning Standards have caused us, as a learning community, to examine not only what we teach students, but the "why" behind each instructional decision.

Our commitment to continuous improvement is constant and unwavering, and we frequently seek external indicators to reveal the effectiveness of our practice. For example, the Harrison Central School District is a member of the Tri States Consortium, an organization whose purpose is to provide a peer-review feedback loop to high-performing districts seeking to continuously improve practice. Harrison participated in a visit that reviewed our math program K-12 and supplied critical feedback on both areas of growth and areas of success. We are now in the process of preparing for our second Tri States visit, which will focus on English Language Arts, and in particular, our writing program. These visits and the critical conversations that accompany them help us to reflect on our practice and assess the quality of our work as professionals, which is integral to our growth and success as a learning community.

In recent years, we have begun to think more expansively about data collection and its implications for teacher practice and student performance. This has been both a challenge and an opportunity as we seek to understand not only what the data tell us, but also how to leverage the data toward improved learning outcomes for students. This process involves looking beyond numbers, bar graphs and pie charts toward correlations among program initiatives, teacher interventions and student growth. We must know and understand the complex relationship between student achievement and student growth. Data must be viewed as more than state assessment scores, as the work that our students produce on a daily basis tells the story behind the numbers. In Harrison, we greatly value the information gleaned from state assessments, but also know that multiple measures are necessary to craft a full and comprehensive profile of students' learning needs.

Harrison Avenue School is worthy of being a National Blue Ribbon School because it embraces core values – Equity, Access, Adaptability, Rigor – that are essential not only to individual student success, but also to the broader ambition of promoting democracy through academic achievement and active citizenship. While we have many students who come to our school ready to learn, are well resourced, and have many advantages outside of school, Harrison Avenue School is also home to students who are second language learners, who struggle with learning disabilities, and who have an array of social and emotional needs. Each and every student adds to the richness of our school's culture, and we strive on a daily basis to tap into the strengths that our students bring to us. Harrison Avenue School deserves to be a National Blue Ribbon School because our mission and vision live within every aspect of our work.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Harrison Avenue Elementary School is one of the highest performing schools in Westchester County according to New York State ELA and Mathematics exams. As a district with diverse socioeconomics, we benchmark school performance in a number of ways. First, we compare overall school performance against elementary schools in New York State and the region, Westchester County. Second, we compare overall school performance against a select group of Westchester County schools that are high resource and represent the highest performing schools in the region. Third, we examine grade level performance at Harrison Avenue Elementary year to year and disaggregate this performance by subgroup to evaluate program and teacher effectiveness. Last, we examine student cohort performance longitudinally to measure student growth and as a benchmark of vertical program effectiveness.

New York State performance levels are as follows for both the 3-8 English Language Arts and Mathematics assessments:

Level 1: Below Standard: Student performance does not demonstrate an understanding of the knowledge and skills expected at the grade level.

Level 2: Meets Basic Standard: Student performance demonstrates a partial understanding of the knowledge and skills expected at the grade level.

Level 3: Meets Proficiency Standard: Student performance demonstrates an understanding of the knowledge and skills expected at the grade level.

Level 4: Exceeds Proficiency Standard: Student performance demonstrates a thorough understanding of the knowledge and skills expected at the grade level.

It is our goal and expectation that each student at the Harrison Avenue School achieve a level of proficiency at a minimum. Because differentiating for each student is at the heart of our district's mission, we also recognize and plan instruction that allows many of our students to exceed the proficiency level, while supporting those students who have not yet reached proficiency.

In ELA, for the years 2008 and 2009, 95% and 94% of Harrison Avenue students scored proficient or higher, 22% at the mastery level in both years. On the mathematics exams, 99% of students were proficient and 55% and 58% earned mastery level scores respectively. In the subsequent years, 2010 through 2012, the achievement levels for students on both the ELA and math exams decreased in line with all results for students in New York State as a result of major changes to the content and scaling of exams in accord with Race to the Top mandates. Overall proficiency levels in ELA for students in 2010, 2011 and 2012 were 79%, 86% and 91%. In math, students' proficiency levels were 89%, 93% and 93% respectively. Noteworthy increases in mastery performance on both the ELA and math exams in 2012, a 6% increase in ELA doubling the number our highest performing students and an 8% increase in mathematics to 53%, reflects specific goals established by the school principal and serves as evidence of excellence in teaching practice. Furthermore, Harrison Avenue scores in both math and ELA continue to meet or exceed the average results of the highest performing elementary schools in the region, a standard of performance that our district leadership and community values with high regard.

In the most recent year's exam data, there are performance differences between several subgroups and the test scores of all students in both math and ELA. In math, for example there is a 12% increase in the

mastery level performance of students eligible for free/reduced lunch. In ELA, there is a 16% decrease in the proficiency performance for Hispanic students. These results, while important to examine, are statistically insignificant due to small cohort sizes for each of the subgroups in question.

There are interdependent district level and building specific factors contributing to the performance increases at Harrison Avenue over the last five years. Sustained professional development in mathematics and ELA focused on research-based instructional design, differentiation and the development of advanced content knowledge have been instrumental. Directors of instruction partner with the principal of the Harrison Avenue School to extend professional learning through applied practice in classrooms reinforced through inter-visitation, mentoring, teacher observation and the teacher's annual professional performance review (APPR). Moreover, the principal has utilized school structures including faculty, grade level and individual teacher conferences to strengthen horizontal and vertical articulation as well as the use of student assessment data to differentiate instruction.

Comprehensive implementation of Response to Intervention employing extensive analysis of NYS and classroom data has sharpened the focus of instructional interventions resulting in significant gains in student achievement. For example, students take the Measures of Academic Progress (MAP) assessment three times annually providing teachers with granular academic progress reports disaggregated by ELA and mathematics performance indicators aligned to standards. These data are analyzed by grade and building level RtI teams and used to monitor student growth and inform instruction. Results are disaggregated at building level by subgroup as well as at grade and classroom level to identify trends and patterns in student learning.

Guided by the research from Marzano and other prominent experts in the field, staffing assignments at the Harrison Avenue Elementary School are strategically designed to ensure high impact learning throughout the school. Grade level teams, co-teaching partnerships, sheltered instructional environments and specialist support in the classroom ensure that the most effective teachers are matched to the needs of students.

2. Using Assessment Results:

The Harrison Central School District utilizes the New York State Assessments, as well as more formative assessments to both uncover curriculum gaps, and plan for individual instruction for students.

One measure that the Harrison Avenue School has used to assess the effectiveness of the math curriculum has been to analyze student performance on the New York State 3-5 math tests. The building curriculum analysis report compiled by the Lower Hudson BOCES center was used to analyze student performance on each test item. It was evident that students in grades 3-5 had a lower success rate on estimation items compared to students in similar schools in the region. To improve upon students' estimation skills, teachers met during grade-level and district-wide professional development meetings that were facilitated by the Director of Mathematics to re-examine the teaching of estimation. This resulted in teachers understanding that estimation skills are necessary for students to be computationally fluent and led to instructional strategies that helped students make approximations without calculating, as students simply want to calculate to get an answer. Estimating forces students to assess the reasonableness of their solutions for computational problems. Therefore, teachers required students to estimate the answer to computational problems for all four operations. The attention to teaching estimation resulted in an increase in the percentage of students answering estimating test items successfully on the New York State 3-5 math assessments.

Another trend that was evident from the curriculum analysis was the high success rate on test items involving fractions and rational numbers. This data affirmed that the curriculum units for the teaching and learning of fractions helped students meet the standards assessed on the state tests. However, one area that students had difficulty with was comparing fractions using inequality symbols. Teachers used grade-level and district-wide professional development meetings to determine how to help students compare

fractions. Teachers realized that students know how to compare fractions, but they struggled with how to accurately state the comparison between two fractions using an inequality symbol. Teachers learned through the district-wide professional development that another elementary school in the district, The Parsons Memorial School, had a high success rate on comparing fractions using inequality symbols. Teachers from the Parsons school shared their resources and strategies, and Harrison Avenue teachers capitalized on the expertise of their colleagues by implementing them. The result was an increased improvement on these test items.

Assessment is an integral component of our ELA program and is used diagnostically, formatively and summatively to evaluate student performance and program efficacy. Diagnostic assessments precede instruction and are used to determine students' prior knowledge and skill levels, and identify misconceptions, interests or learning preferences. Formative assessments take place concurrently with instruction and assist teachers to plan further instruction for optimal achievement. Some of these tools include the DIAL 3, DIBELS, Fountas and Pinnell Benchmark Assessments, sight-word lists, reading conferences, peer response groups, and self-assessments and reflections among others. Summative assessments include the end of unit tests from *Foundations* and the NYS ELA Assessment for grades 3-5.

Assessment of developmental spelling is conducted through the use of the Monster Test and end-of-unit tests from the *Foundations* program. Students in grade K to 2 are assessed at the beginning and end of the year using local assessments developed by the district. These consist of responses to prompts to develop narrative, informational, and persuasive pieces that are scored against expectations defined by common rubrics.

The building principals meet with teachers in grades 3-5 both as a grade level and individually to review the results of local and state assessments for the purpose of identifying needs for particular students. Teachers who provide academic intervention are also included in these meetings to ensure a clear alignment between the interventions that are taking place in the classroom, and the support that students may be given with a reading or math specialist.

The parent community is kept informed about the results of state test scores as well as their children's progress in a number of ways. At the building level, schools frequently present the results of both the ELA and Math State Assessments and discuss both curriculum and pedagogical adjustments that may be made. Additionally, the building principal and classroom teachers meet with individual parents to provide an analysis of their child's scores. At parent-teacher conferences, teachers review formative assessment results with parents to provide a more complete picture of a child's strengths and areas for growth. At the district level, data are shared at Board of Education meetings. At these meetings, both district and building-level personnel discuss the results of state assessments, as well as programmatic implications.

Harrison's approach to the analysis of formative and summative data is both transparent and comprehensive. We believe and understand that multiple measures must be considered when making decisions about curriculum, pedagogical approaches, and the needs of individual students.

3. Sharing Lessons Learned:

While strong scores on the New York State Assessments provide one measure of our effectiveness as a school, they do not serve as the sole means by which we assess our school's effectiveness. Committed to continuous and sustainable improvement, the Harrison Avenue School participates in a rigorous peer review process that analyzes student achievement data, examines the alignment of curriculum to instruction and assessment, and provides insight into the strengths and opportunities for growth associated with teacher practice. Five years ago the Harrison Central School District became a member of the Tri-States Consortium, an organization created to provide high performing school districts with a continuous feedback loop. Every three years the Consortium visits participating districts, addressing essential questions chosen by the district for a particular content area.

This year, the Harrison Central School District, including the Harrison Avenue School, will be visited by the Consortium to assist us in evaluating our approach to teaching writing throughout the K-12 continuum. Preparing for this visit has required the K-12 steering committee to examine current writing expectations and instructional approaches in support of the district's commitment to the Common Core Learning Standards. Additionally, many teachers from Harrison, including the Harrison Avenue School, have gone on visits to other participating districts thus allowing them to provide feedback to others and share lessons learned from our colleagues in other districts.

In addition to the external peer review associated with our participation in the Tri-States Consortium, the faculty in Harrison participate in ongoing professional development that is tied directly to ongoing district initiatives. Rather than shift our professional development focus from year to year or month to month, teachers are immersed in a multi-year approach to professional development that seeks to deepen understanding of instructional best practice. Every teacher in the district participates in monthly professional development facilitated not only by curriculum supervisors and directors, but by the teachers themselves. In Harrison we believe in the power of teachers teaching teachers, which has enabled us to develop both content and curriculum, as well as teachers' leadership skills. As there are four elementary schools in Harrison, this grade level professional development reaches all teachers across each grade within the district. This has allowed for consistency of instructional approach, delivery of curriculum, and the ability to problem solve and share best practices.

In addition to grade-level and district-wide professional development, teachers participate in study groups and summer course work that allow for "cross pollination" among teachers in all four elementary schools. These structures, which leverage internal resources and capacity with external peer review, create a professional learning culture in which teachers are challenged, even as they are renewed, in support of the students they serve.

4. Engaging Families and Communities:

The Harrison Central School District understands that our success with students is largely dependent on our ability to include parents and families in this important work. It is through this partnership that we not only enlist their support of the school and its mission, but also engage them as partners who play a vital role in the education of their children.

PTA meetings occur monthly at Harrison Avenue School. This is a venue that is used not only to disseminate information about school functions and events, but more importantly to engage the parent community in genuine dialogue about the school's instructional programs and the goals it seeks to accomplish. Principals, as well as directors and supervisors for curriculum and instruction, utilize these meetings to update the community on topics such as state assessment developments, the implementation of the Common Core Learning Standards, and particular programs such as *Investigations* and *Foundations*. This assists in not only keeping the community informed, but also in eliciting questions and feedback that allow the district leadership team to reflect on the instructional decisions made for its students.

In addition to PTA meetings, presentations are made to parents on a continual basis whenever there are changes or additions made to the instructional program. This year, the district expanded its co-teaching program to add two sections to Harrison Avenue School. Anticipating that parents and families would have many questions, suggestions and insights to offer, members of the district's leadership team in collaboration with teachers, crafted a presentation to parents. This interactive presentation addressed philosophy, as well as the pragmatics of staffing and structure. Parents are also involved in Tri-States visits. A portion of the visit involves parent interviews, providing another venue for the community to articulate their views, ask questions, and provide suggestions for improvement.

In addition to these more formalized structures, the continuous development of relationships with the parent community has been one of the most effective strategies in communicating about instructional programs, school culture, and the social and emotional development of students. The building principal at

the Harrison Avenue School meets with parents regularly about these matters and others, allowing for consistent dialogue about what is important to both Harrison Avenue and the parent community. Relationships are at the heart of the success of any school, and the Harrison Avenue School is deeply committed to the development of such relationships with both parents and community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Harrison Avenue School's Core Curriculum reflects both rigor in its content and differentiation in its approach to instruction. The workshop model is used across content areas, including literacy instruction, math, science and social studies. This approach allows for inherent differentiation, as students benefit from whole-group, small-group and individual instruction according to student need and readiness profile. Teachers use a variety of formative and summative assessments to monitor students' progress including DIBELS, New York State Assessments, unit assessments, and the Fountas and Pinnell benchmark assessments. These assessments enable teachers to plan for instruction that considers both content standards and the strengths and needs of all students.

Although New York State places great emphasis on curriculum and student achievement relative to English Language Arts and Math, the Harrison Central School District also sustains a rigorous curriculum in Social Studies, Science the Arts and Technology. Three years ago, the district adopted the BOCES Social Studies Curriculum, which addresses both New York State Standards and provides a framework and resources that are accessible and provocative to both students and teachers. Harrison has also acquired the FOSS program for Science, which promotes an inquiry-based approach to exploring scientific concepts and methods. Harrison Avenue School is equipped with a full science lab, allowing all teachers access to the hands-on methods and resources required to encourage discovery-based learning. The school and district have also committed to a full-time Science Laboratory Aide, who has a deep understanding of each lab in each grade level. She is therefore an integral support to science instruction at Harrison Avenue School.

For example, students in grade 5 are taught how to use a microscope in order to define the characteristics of specific organisms. However, the lessons learned in this unit of study go beyond the scientific aspect. The big idea supported by this specific learning activity teaches students the concept of perspective, as looking at organisms with one's bare eye presents differently than when viewed under a microscope. Students come to understand that it is not the organism that changes, but the perspective of the observer. First grade students learn about the life cycle through the evolution of the butterfly. They observe and record their observations of the life cycle from egg to butterfly, and end the unit by releasing the butterflies. The study of the life cycle continues through grade three, where students observe and monitor the development of the crayfish.

In addition to a rigorous and well-supported curriculum associated with the core subject areas, Harrison is committed to providing an expansive experience to each student in both the Arts and Technology. All students in grades kindergarten through five receive weekly instruction in both general music and visual arts. Additionally, students in grade three receive supplemental music instruction in note reading and writing, as well as instrument selection. This enables students and their parents to make an informed decision about which instrument best suits their interest. We have a full band and orchestra for grades four and five, and every student has the opportunity to participate. In keeping with the district's commitment to equity and access, instruments are provided at no cost for students who are not able to secure one outside of school. Through our music program, every grade level participates in a concert or performance that demonstrates their understanding of music concepts. Fourth and fifth grade students in band, orchestra and chorus participate in a winter concert that often includes music that a student has written. Harrison Avenue's spring concert also incorporates third grade students who are making their debut playing the recorder.

Harrison Avenue School is equipped with a full library, including a state-of-the-art computer laboratory. The library is managed by a full time Library Media Specialist as well as support staff. In support of twenty-first digital literacy and technology learning standards, each student receives weekly instruction

on information technology in combination with the content areas. The Harrison Avenue School Library Media Specialist is masterful at teaching students internet safety, the use of databases, and digital literacy. She partners with classroom teachers to develop the research skills and information literacy required of students as they become increasingly independent and responsible consumers and co-creators of information both within and beyond school.

Each classroom is equipped with a Smart Board that both classroom teachers and specialists use daily. In addition to being utilized as a teaching tool, students can often be found engaging with the Smart Board as it lends itself to interactive learning across content areas. Harrison Avenue School recently began to integrate the use of iPads in a special education class for multiply disabled students who are non-verbal. This has enabled them not only to engage in the world of technology, but has become an authentic way to assess what the students' receptively understand. The district is currently considering options for using iPads more widely in the elementary schools.

As an additional method of supporting the core curriculum, grade levels participate in various field trips. For example, students in grade 4 go to Albany to visit our state's capital, which is aligned with their study of New York State. Fifth grade students go to Philadelphia for a day trip to support their study of American history. Students in grades K-3 also attend field trips and participate in on-site programs that support the curriculum.

The social and emotional growth of all students is of equal value to Harrison Avenue's school community. Our school psychologist, in partnership with a community social worker, facilitate programs relating to both anti-bullying and positive peer relationships. These programs are designed and implemented in collaboration with fifth graders who are members of Harrison Avenue's Student Service Club. The students read books to younger students, role play problem solving, and in some cases serve as mentors and peer mediators. To promote physical wellness, our physical education teachers, in partnership with parents have developed "Wellness Week," which occurs in both fall and spring. Students and parents walk around the school's track each morning, tally the number of healthy snacks eaten, and participate in physical activities that teach students how to engage in both aerobic and non-aerobic recreational activities.

Another unique feature of Harrison's educational program is the inclusion of foreign language instruction beginning in kindergarten, and progressing in frequency and duration through grade five. Students begin learning Spanish in kindergarten on alternate days for approximately ten minutes per session and progress to daily instruction in grade five for twenty minutes per session. Fifth grade students receive the benefit of second language instruction in two languages. Half of the school year is dedicated to continuing their learning of Spanish, while the second half is spent on beginning instruction in Italian. As students enter middle school, they have a foundation in two languages that allows them to choose which path is best for them. Many students become proficient in two second languages before they leave high school, which is a direct result of the early exposure they benefit from at the elementary level.

In summary, the Harrison Central School District's approach to curriculum and instruction continues to focus on strategic and sustained improvement in support of the district's commitment to Equity, Access, Adaptability, and Rigor. In every subject area, teachers integrate rigorous curriculum with a differentiated approach that supports student inquiry and engagement. Teachers have become skillful at using assessment data not only to measure student achievement, but also to gauge student progress over time, which informs the instructional decisions they make in the classroom. Perhaps even more importantly, teachers have embraced a commitment to every student's right to learn and have become staunch advocates of the district's mission to serve all students. From the mainstream inclusion of students with disabilities, to the participation of second language learners side by side with their English-speaking peers, the Harrison Avenue School's commitment to all students is reflected in the heterogeneous learning environments that privilege inclusion and participation.

2. Reading/English:

The K-5 ELA program aims to develop English language skills in the four modalities of listening, speaking, reading and writing and is aligned to the ELA Common Core Learning Standards. ELA content expectations are defined as exit outcomes by grade level and these spiral up in level of complexity as the grade levels increase. These skills are introduced in the context of a variety of text genres, such as informational text, literature, and poetry using texts that expand readers' range and ability to tackle increasingly more demanding lexile levels in reading, and producing more sophisticated pieces of writing for a variety of communicative purposes. Instruction is delivered within the construct of the balanced literacy approach through the use of the workshop model. Our goal is to develop independent and active readers and writers, who have autonomous command of the skills, strategies, and concepts essential for effective communication.

Our reading program addresses skills and strategies in the areas of Print Concepts, Phonological Awareness, Phonics, Comprehension, and Fluency. In addition to these skills and strategies, specific ELA content such as story elements, literary elements, text features and organization, as well as author's purpose and craft, are addressed as they relate to text processing and the development of deep comprehension skills.

We have adopted the program *Foundations* to address the instruction of print concepts, phonological awareness and phonics and word recognition in grades K-2. In grades 3-5, *Words Their Way* provides a framework for the instruction of word recognition and vocabulary.

Comprehension and fluency are addressed through the balanced literacy approach in grades K-5. Critical thinking skills are developed through exposure to texts that incrementally increase in complexity. Recognizing that reading content-rich nonfiction in history, social studies, science, and the arts in elementary school is crucial for later reading growth and achievement, students are exposed to all types of texts. They are grounded in information about the world around them to develop the strong general knowledge and vocabulary that enables them to become successful readers.

The Common Core Learning Standards offer a focus for instruction to ensure that students gain adequate mastery of a range of skills and applications. On each grade level, the expectations increase for growth in the sophistication of all aspects of language use, from vocabulary and syntax to the development and organization of ideas. They also address increasingly demanding content and sources.

Writing instruction begins in kindergarten with letter formation and communication of messages through drawing or dictation (or combinations of both) and leads to the expectation that, by the conclusion of fifth grade, students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Our curriculum includes instructional strands that spiral from K-5 for the three main genres of writing: narrative, informational, and persuasive.

Foundations addresses handwriting instruction in grades K-2. *The Fundamentals of Grammar and Conventions* program provides a scope and sequence as well as an instructional framework for teaching capitalization, grammar and parts of speech, sentence structure and fluency, punctuation, and text layout in grades K-5.

3. Mathematics:

The Math curriculum at the Harrison Avenue Elementary School is designed to provide students with a rigorous and spiraling set of learning experiences to develop not only their core competencies in mathematics, but also to prepare them for accelerated and advanced study of mathematics at the secondary level.

The district-adopted curriculum, *Investigations in Number, Data, and Space*, developed by the Technical Research Center (TERC) is based upon twenty years of research, and is funded by the National Science Foundation. It provides the framework and instructional resources for accomplishing these goals. Aligned to the National Teachers of Mathematics (NCTM) Principles and Standards document and the New York State Learning Standards for Mathematics, Science and Technology, *Investigations in Number, Data, and Space* contains the Content, Mathematical models and Practices described in the Common Core Learning standards for mathematics.

Teachers utilize the Japanese lesson study model of *Launch, Explore, Summary* to deliver math instruction. This model helps students to make meaning of the mathematics by exploring concepts and relationships in engaging contexts, exploring and applying their learning to make meaning, and summarizing the connections among the big ideas they constructed. This model also naturally lends itself to differentiation. The context in each lesson is one that all students can access, and is flexible enough to allow students to explore at their readiness level. This model is also infused with the math workshop model, similar to the reading and writing workshop model of instruction, and some teachers also incorporate aspects of the Sheltered Instruction Observation Protocol (SIOP), a protocol of instruction for English Language learners.

Student assessment data reveal that the Harrison Avenue Elementary mathematics curriculum has resulted in an increase in proficiency and mastery levels on the New York State Math Assessments. To identify students who are not meeting grade level expectations, the Harrison Avenue School has utilized the *Measuring For Academic Progress* (MAP) assessments, along with the results on the New York State Math tests. Students who are identified for tier three intervention services meet with a math specialist, who implements the *Do Math Intervention Curriculum*, designed by highly regarded Math educator, Marilyn Burns. This intervention curriculum has yielded strong results. The number of students who receive tier three services in grade 4th and 5th has decreased since its implementation.

The K-5 mathematics curriculum helps students develop an essential foundation for the more complex and demanding mathematics they will encounter in the middle and high school. In keeping with the district's commitment to access and equity of opportunity, nearly all eighth grade students are accelerated to take Integrated Algebra, a course taught in ninth grade in most other school districts. The math literacy that students develop at an early age also prepares them to enroll and excel in advanced mathematics at the high school level, including courses in probability and statistics and multivariate calculus.

4. Additional Curriculum Area:

The Harrison Avenue School provides K-5 students with a rich, standards-based science curriculum that has been developed and refined extensively over the past several years. This curriculum was developed to meet the Mathematics, Science and Technology Standards of the New York State Elementary Science Core Curriculum K-4 and Intermediate Science Core Curriculum 5-8. The grade K-4 curriculum also supports students' preparedness for the Grade 4 Elementary-Level Science Test, while the grade 5 curriculum helps to prepare students for the more rigorous science instruction of the middle school which culminates in a grade 8 Intermediate-Level Science Test and prepares students for challenging science coursework at the high school level.

This program is well-aligned with the New York State standards which ask educators in New York to commit to a constructivist learning approach that builds skills and science literacy and a fascination with the scientific world and its methods of inquiry. With this in mind, our goal at the Harrison Avenue School is to build a science foundation for elementary students through inquiry-based experiences similar to what real scientists do. Support for this focus has been provided through resources such as the Full Option Science System (FOSS) and the Delta Science Modules (DSM). These resources have helped the curriculum developers and teachers to use sound instructional practices in the science classroom through a cohesive, sequential, age-appropriate, vertically aligned program.

Students are cognitively and consistently engaged using manipulatives to meet the instructional outcomes. Embedded in these ‘hands-on’ lessons are opportunities for students to uncover their own learning through discovery, read and write through science content, use learned math skills and develop science vocabulary.

With the introduction of the Common Core ELA Learning Standards, the teachers have realized that the science classroom is an opportune place to meet the standards associated with Informational Text in grades K-5. This year, they have begun to develop lessons to meet these standards, including lessons that will have students create non-fiction picture books in grades 1-2 and lessons to include more visual, oral and quantitative representations in grade 4 science. The shift toward the Common Core Learning Standards also helps teachers to align their instruction vertically, so that students are well-prepared with the skills and concepts that will be required of advanced scientific inquiry at secondary level and beyond.

5. Instructional Methods:

Consistent with the district’s commitment to the core values of Equity, Access, Adaptability, and Rigor, the Harrison Avenue School values meeting the needs of all learners by employing a variety of instructional methods and collaborating in teams to maximize student achievement.

To meet the needs of students with varying levels of readiness, we differentiate tasks and instruction based on readiness level so that students are working within their zone of proximal development. Some examples include students applying reading strategies using text on their independent level, solving math problems of varying difficulty, and applying the writing process with a range of scaffolds. We differentiate instruction and tailor the feedback we provide to students by meeting with small groups and conferring one-on-one. Guided reading groups, reading strategy groups, math groups, and individual conferences each play a role in individualizing instruction and collecting formative assessment data that shape teachers’ instructional practice. In addition, we use a variety of technology to support instruction, engage students, and meet students’ needs, including SmartBoards, iPads, iPods, PC Laptops, MacBooks, and computer programs that support and extend student learning.

To ensure that we are using the most effective instructional strategies with students who need additional support, we meet in Response to Intervention (RtI) teams to evaluate student work, discuss needs, brainstorm interventions, determine assessments, and set goals. If a student is not responding to the intervention, we meet with the Instructional Support Team, made up of a variety of specialists. This process requires teachers to examine the efficacy of their teaching practices to ensure that we exhaust every possible intervention before referring students to a more intensive level of support.

Students who need further support in reading and math, as determined by a variety of informal and formal assessments, receive Academic Intervention Services. These students work in small groups with specialists who target instruction and closely monitor student progress. Similarly, English Language Learners work with ESL teachers who design instruction to help students progress in their level of language proficiency and meet grade level standards. Some of our intermediate students receive services in the general classroom in a co-teaching model, Sheltered Instruction Observation Protocol (SIOP), while others receive pull-out services that support second-language acquisition connected to course content.

The Harrison Avenue School values meeting the needs of a diverse population of students and prides itself on utilizing a range of instructional methods. This commitment requires teachers to continuously innovate and expand the repertoire of instructional strategies they use to meet individual student needs.

6. Professional Development:

The Harrison Central School District provides a wide array of professional development opportunities to support teacher growth that are meaningful and engaging. It is designed using feedback from the faculty

and it aims to target teacher needs, while engaging their specific areas of interest. Rather than take a superficial approach to professional development, which in some districts too often includes a shifting focus on trendy educational topics, the Harrison Central School District has established clear learning goals for faculty growth that deepen their understanding of research-based best practices.

Professional development includes monthly after-school sessions and Superintendent Conferences Days. While generally led by administrators, teacher leaders are often given the opportunity to share in their areas of expertise. These sessions expand teachers' knowledge of content, provide them with support and resources for changes that are being made to curriculum and standards, and allow teachers to engage in dialogue with their department and grade-level teams.

Student growth is the ultimate goal of all of our professional development; additionally, our district places a significant emphasis on teacher growth as well. The class offerings are extensive, giving teachers the opportunity to choose a path for their professional development that is meaningful and relevant. Topics include management techniques, instructional protocols, new technology skills and best leadership practices. The opportunity to experience quality professional development commences before the school year begins. Each summer, new teachers attend a four-day institute to acquaint themselves with the culture of our district and energize them for a year of effective teaching and deep learning. Similarly, second-year teachers attend an extension of the first-year institute to explore the integration of Understanding by Design and differentiated instruction with Cindy Strickland. Each teacher's path is further individualized both through their tri-annual and observation conferences with their supervisor. During these conferences, administrators determine how they can best support each teacher in achieving his/her yearly goals. The feedback loop is extended through the classroom observation process and teachers receive constructive feedback that links the learning from professional development to their classroom practice.

Many teachers also participate in opportunities to learn from each other. For many teachers, their professional development path includes teaching classes during the summer or throughout the school year, while others choose to lead study groups, giving all participants an opportunity to learn about a topic of interest together. The district also encourages classroom inter-visitations, which extend the on going dialogue that connects professional growth to classroom practice.

The recursive nature of the district's approach to professional development, connecting teacher learning to enhanced classroom practice and improved student learning outcomes, distinguishes Harrison Avenue School as a learning community dedicated to continuous improvement. While the district maintains high standards of professional accountability, teachers are well supported with training and resources to continually refine their skills as instructors as they contribute to the learning community of their school.

7. School Leadership:

The leadership philosophy at Harrison Avenue School reflects the district's core values: Equity, Access, Rigor and Adaptability. All work related to curriculum, instruction, school culture and community are grounded in these values.

The primary role of the building principal is that of instructional leadership for the purposes of teacher development and increased student achievement. There are several structures in place that support this work. The building principal meets with every classroom teacher and specialist three times per year to set professional goals and discuss the progress of these goals. Goals are tied to student data and individual student achievement. Samples of student work are reviewed, and plans for next steps are determined in collaboration with the teacher and principal. Additionally, each teacher is observed formally and informally multiple times throughout the year, providing an opportunity for on-going dialogue pertaining to each teacher's professional growth plan.

Directors and supervisors for curriculum and instruction often participate in teachers' goal setting meetings and observe teachers throughout the year. Therefore, teachers receive feedback from multiple sources and perspectives, and can therefore self-assess their own successes and areas for growth. While school culture is typically an area focused upon by the building principal, directors and supervisors have a direct impact on how individual schools function and see themselves. For example, their visibility at the buildings sends the message that there is consistency and alignment among the district leadership team. Additionally, teachers need to see and believe that those who supervise and support their work communicate frequently and function in collaboration.

Directors and supervisors also provide monthly professional development for teachers that is aligned to district goals and grade-level needs. As there are four elementary schools in Harrison, each with its own culture, beliefs and needs, the monthly professional development is a critical factor to consistency of implementation regarding curriculum and pedagogical approach. Teachers are not only invested in this professional development, but have also begun to design and facilitate professional development for their grade-level colleagues. Building principals, directors and supervisors all have the common goal of developing teacher leaders, as this promotes efficacy across the elementary team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYSED Math

Edition/Publication Year: 2007-2012 Publisher: NYSED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	90	94	80	99	100
Level 4	23	27	32	38	49
Number of students tested	73	73	85	77	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	5	6	1	5
2. African American Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	0
Level 4	Masked	Masked	Masked	Masked	0
Number of students tested	3	2	2	1	
3. Hispanic or Latino Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	3	5	5
4. Special Education Students					
Level 3 & Level 4	Masked	Masked	Masked	91	Masked
Level 4	Masked	Masked	Masked	18	Masked
Number of students tested	3	4	7	11	9
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	8	6	8	4
6. Asian					
Level 3 & Level 4	100	100	100	100	100
Level 4	30	45	33	80	82
Number of students tested	10	11	12	10	11
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
NYSED Grade 3 Math 2007-2012 For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated,					

"These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" (http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html")

13NY19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYSED

Edition/Publication Year: 2007-2012 Publisher: NYSED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	87	91	75	93	97
Level 4	22	6	33	19	32
Number of students tested	72	71	85	75	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	6	1	5
2. African American Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	0
Level 4	Masked	Masked	Masked	Masked	0
Number of students tested	3	2	2	1	
3. Hispanic or Latino Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	3	5	5
4. Special Education Students					
Level 3 & Level 4	Masked	Masked	Masked	82	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	3	4	7	11	9
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	6	6	1
6. Asian					
Level 3 & Level 4	Masked	Masked	50	Masked	Masked
Level 4	Masked	Masked	8	Masked	Masked
Number of students tested	9	9	12	9	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Grade 3 HAS between 2001 and 2012					

13NY19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYSED Math

Edition/Publication Year: 2007-2012 Publisher: NYSED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	95	94	88	98	97
Level 4	70	57	41	72	56
Number of students tested	69	84	70	97	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	1	6	4
2. African American Students					
Level 3 & Level 4	Masked	Masked	Masked	0	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	1	2	1		2
3. Hispanic or Latino Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	6	6	4
4. Special Education Students					
Level 3 & Level 4	Masked	Masked	Masked	80	70
Level 4	Masked	Masked	Masked	20	0
Number of students tested	4	6	7	10	10
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	5	3	5
6. Asian					
Level 3 & Level 4	92	100	Masked	Masked	100
Level 4	75	91	Masked	Masked	82
Number of students tested	12	11	8	8	11
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. NYSED Grade 4 Math 2007-2012					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYSED ELA

Edition/Publication Year: 2007-2012 Publisher: NYSED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	96	78	80	95	96
Level 4	9	6	34	19	15
Number of students tested	77	68	98	83	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	5	3	1
2. African American Students					
Level 3 & Level 4	Masked	Masked	0	Masked	0
Level 4	Masked	Masked	0	Masked	0
Number of students tested	2	1		2	
3. Hispanic or Latino Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	6	4	6
4. Special Education Students					
Level 3 & Level 4	Masked	Masked	Masked	80	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	6	7	8	10	8
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	4	1	2
6. Asian					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	6	9	8	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. NYSED Grade 4 ELA 2001-2012					

13NY19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYSED Math

Edition/Publication Year: 2007-2012 Publisher: NYSED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	95	90	97	100	100
Level 4	66	49	66	60	63
Number of students tested	80	68	98	85	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	5	3	1
2. African American Students					
Level 3 & Level 4	Masked	Masked	0	Masked	0
Level 4	Masked	Masked	0	Masked	0
Number of students tested	1	1		2	
3. Hispanic or Latino Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	6	4	6
4. Special Education Students					
Level 3 & Level 4	Masked	Masked	Masked	100	Masked
Level 4	Masked	Masked	Masked	10	Masked
Number of students tested	6	6	8	10	8
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	4	3	2
6. Asian					
Level 3 & Level 4	100	Masked	Masked	100	Masked
Level 4	91	Masked	Masked	70	Masked
Number of students tested	11	7	9	10	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. NYSED Grade 5 Math 2007-2012					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYSED ELA

Edition/Publication Year: 2007-2012 Publisher: NYSED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	87	88	82	95	89
Level 4	3	6	4	28	17
Number of students tested	67	82	68	96	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	1	6	4
2. African American Students					
Level 3 & Level 4	Masked	Masked	Masked	0	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	1	2	1		2
3. Hispanic or Latino Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	6	6	4
4. Special Education Students					
Level 3 & Level 4	Masked	Masked	Masked	60	50
Level 4	Masked	Masked	Masked	0	0
Number of students tested	4	6	7	10	10
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	3	2	4
6. Asian					
Level 3 & Level 4	70	Masked	Masked	Masked	90
Level 4	0	Masked	Masked	Masked	30
Number of students tested	10	9	6	8	10
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. NYSED Grade 5 2007-2012					